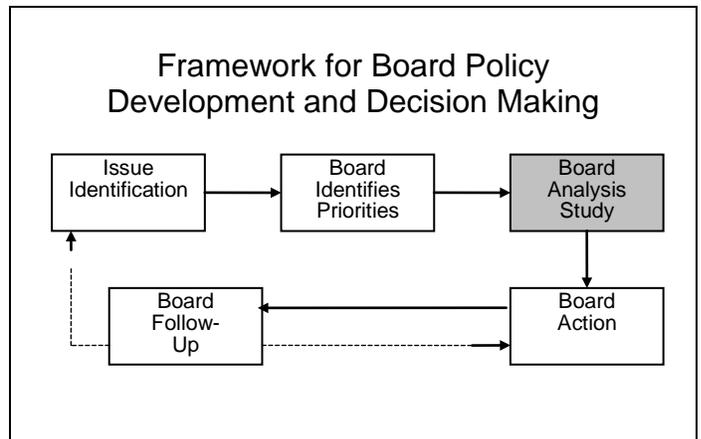


# Iowa State Board of Education

## Executive Summary

May 15, 2014



**Agenda Item:** Iowa Community College Adult Education and Literacy Report—Program Year 2013 (July 1, 2012 – June 30, 2013)

**Iowa Goal:** Individuals will pursue postsecondary education in order to drive economic success.

**State Board Role/Authority:** In addition to statutory responsibilities, the State Board provides leadership and advocacy for the system of education in Iowa. Recognizing results is one way the State Board fulfills this leadership role.

**Presenters:** Kent Farver, Chief  
Bureau of Community Colleges

Alex Harris, Adult Education Program Consultant and  
State Director for Adult Education  
Bureau of Community Colleges

**Attachment:** 1

**Recommendation:** It is recommended that the State Board hear and discuss this information.

**Background:** The purpose of this presentation is to inform the State Board about Iowa's adult basic education for program year 2013.

# ADULT EDUCATION AND LITERACY

## ANNUAL REPORT

PROGRAM YEAR 2013



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## PREFACE

This report is based on the program year 2013 and the report submitted to the U.S. Department of Education, Office of Vocational and Adult Education. Since that time, the legislature appropriated new state support for adult education and literacy programming. The \$5.5 million appropriation for fiscal year 2014 is the first dedicated state funding stream for adult education and literacy programs and is intended to supplement federal allocations. The appropriation is expected to build on previous efforts to build career pathways and help more low-skill adults obtain postsecondary credentials and employment.

## ACKNOWLEDGEMENTS

The staff and administration of the Division of Community Colleges wish to acknowledge and thank the 15 community college adult education and literacy programs and their staff for their assistance in developing this report. The figures noted in this report were obtained from each of Iowa's 15 community colleges, unless otherwise noted.

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## INTRODUCTION

This report is Iowa's response to the four questions that the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, and Adult Education and Family Literacy Act (AEFLA). The overall goal of the Act is "to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."

## THE IMPACT OF ADULT EDUCATION AND LITERACY

The federally-funded adult education and literacy programs administered by the Iowa Department of Education's (IDOE) Division of Community Colleges provide lifelong educational opportunities and support services to eligible participants. Programs assist adult in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Iowa adult education programs help learners to:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing a standardized assessment test.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, to read, and to write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

## ADDRESSING IOWA'S NEEDS AND CHALLENGES THROUGH ADULT EDUCATION

**Adults without a high school diploma and postsecondary education:** According to the U.S. Census Bureau American Community Survey, 11.8 percent of Iowa's population between the ages of 18-24 (36,421) are without a high school diploma, and 9.3 percent (187,267) of Iowa's population have less than a 9th grade up to a 12th grade education without a high school diploma.

**The limited English proficient (LEP) population** increased in 2013 to 84,289. The American Community Survey classified this population as having self-identified as "speaks English less than very well". Of this population, 59 percent are Spanish speaking, 21 percent are Asian, Pacific Islander, and 15 percent are Indo-European.

**Unemployment of Iowans of working age and labor force participation rates:** The census data for 2012 indicates that those over 16 and unemployed was 91,676. Over 5.4 percent (4,994) that self-identified as unemployed was served by Iowa's adult education and literacy programs in this past year.

**Skills Gap:** To maintain competitiveness in the global economy, Iowa needs a more highly skilled and credentialed workforce. Currently, more than 223,688 working-age Iowans have not completed high school or obtained a high school equivalency diploma and only two percent (3,997) of this target population took the high school equivalency test in 2013.

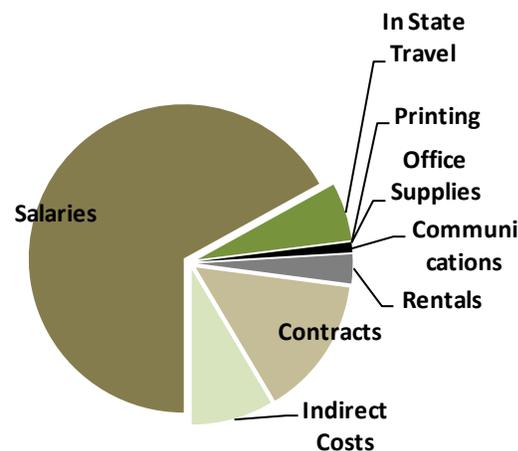
**Question 1: Describe successful activities, programs, and projects supported with State Leadership Funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.**

Section 223(a) of the Act references the mandate that the eligible agency shall not use more than 12.5 percent of the grant funds for one or more of the 11 state leadership activities (see Appendix A). The activities, programs, and projects supported with state leadership funds described below have been aligned with those 11 criteria as indicated. State leadership funds provided various opportunities for education and staffing needs, both at the state and local levels. Nearly 14 percent of the funding was expended for contracts to local vendors for professional development education for program improvement (Chart 1.1).

**Chart 1.1—AEFLA State Leadership Expenditures**

The three goals of Iowa's state plan include:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
2. Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children.
3. Assist adults in the completion of a secondary school education.



Note: \$178,770.44 expended

### LOCAL STAFF DEVELOPMENT PROJECTS

The Iowa statewide adult basic education program will fund local staff development projects designed to serve the staff development needs of local providers. The local staff development program has been a traditional part of the funding pattern for local providers since the adoption of the state plan.

The IDOE requires that each eligible provider submit an annual staff development plan outlining the staff development goals, objectives, and activities for any given fiscal year. The grant awards are based on the needs and activities delineated in the local staff development plan. In 2013, Iowa disseminated \$80,000 to local programs to serve staff professional development needs.

For the new program year, the IDOE has established additional requirements, such as programs identifying what is driving the professional development, how the professional development that is offered will be evaluated, and other key components of the professional development's implementation.

The program is held accountable for its professional development of well-trained instructors, counselors, and administrators by tracking its budget expenses quarterly and reviewing its plan during the monitoring visit.

## STATEWIDE STATE LEADERSHIP PROJECTS

The statewide leadership project is designed to fund and to coordinate state-level staff development activities within Section 223(a) of the Act based on the one and more of the state leadership activities focusing on the following areas: (1) National Reporting Service (NRS) reporting, (2) program improvement; (3) High School equivalency preparation activities; and (4) Comprehensive Adult Student Assessment Systems (CASAS) statewide staff development activities.

The impact of professional development on instruction and on adult learner outcomes is evaluated against the following criteria: (1) Statewide implementation, adoption, and diffusion into adult literacy instructional strategies, methodologies, and curriculum infusion; (2) long-term improvement in program outcomes measured by the state and local program's ability to continually meet negotiated benchmark levels; (3) and adult learner assistance to effectively meet personal and program literacy goals.

As state professional development standards for adult education and literacy programs were adopted within 2013, programs were also asked to begin aligning their professional development efforts with those eight standards:

- Standard 1 – Strengthens practitioners' knowledge and application of content areas, instructional strategies, and assessment strategies based on research.
- Standard 2 – Prepares and/or supports practitioners in creating supportive environments that help adult learners reach realistic goals.
- Standard 3 – Uses data to drive professional development priorities, analyze effectiveness, and help sustain continuous improvement for programs and learners.
- Standard 4 – Uses a variety of strategies to guide program improvement and initiatives.
- Standard 5 – Enhances practitioners' abilities to evaluate and apply current research, theory, evidence-based practices, and professional wisdom.
- Standard 6 – Models and/or incorporates theories of adult learning and development.
- Standard 7 – Fosters program, community, and state level collaboration.
- Standard 8 – Requires leadership at the state and local levels that promotes effective professional development and fosters continuous instructional improvement.

Additionally, the state uses a professional development evaluation format that includes both quantifiable feedback on 11 topics (clear objectives, participant interaction, topic relevancy to individual, organization, materials, topic relevant to work, facilitator knowledge, facilitator preparation, meeting objectives, amount of time for event, and facilities used for event) and anecdotal feedback on five topics (what was liked most, what could be improved, how the training will be used by participant, additional trainings requested, and other comments).

The **Iowa Adult Literacy and Education Leadership Committee** is comprised of representatives from each community college including administrators, instructors, and trainers. Teleconferences and web conferences were held on a bi-monthly basis. The committee reviews the staff development efforts of the previous year and makes recommendations for the next year or longer (e.g., two to three years). The committee also helps in planning the Adult Basic Education (ABE) and Literacy Summer Institute, which will be held again in July 2014. In 2013, the feedback from the Iowa State Leadership Committee for Professional Development Standards was compiled. The plan for the state team to review data and move the professional development standards initiative forward was accomplished.

**A New Coordinator Workshop** was held October 18, 2012, for 11 coordinators. In addition, monthly coordinator meetings were held via web conference or face-to-face. Technical assistance on utilization of the claims process hosted on [www.iowagrants.gov](http://www.iowagrants.gov) was delivered via webinar, face-to-face meetings, and one-on-one encounters throughout the year.

The **Adult Education and Literacy Summer Institute** was not held in program year 2013. Two state conferences were held in program year 2012. The next institute will be in July 2013.

**Iowa Adult Numeracy Academy**—The second annual offering of a hybrid training via an integrated face-to-face and online participation occurred from September 2012 through March 2013. The focus for participants was to use teacher inquiry and reflective learning to engage participants in learning mathematics and experiencing various instructional approaches to teaching mathematics. The academy was organized around five central topics: (1) number and operations, (2) geometry, (3) measurement, (4) data analysis, and (5) algebra. A cohort of seven of eight participants completed the training.

**Literacy Information and Communication System (LINCS) Numeracy Trainings**—Three regional trainings were held on November 7, 2012 at Des Moines Area Community College; November 8, 2012 at Western Iowa Tech Community College; and November 9, 2012 at Kirkwood Community College by a national trainer for 18 participants. The morning focus was on the components of numeracy: tools for engaging learners in meaningful math, and the afternoon focus was on finding everyday opportunities to think algebraically.

**Student Achievement in Reading (STAR)**—Iowa collaborated with Kansas to participate in OVAE (Office of Vocational Adult Education- newly identified as OCTAE, Office of Career, Technical, and Adult Education) supported STAR trainings in November 2012, January 2013, and April 2013. The collaborative effort provided two institutes in Council Bluffs, Iowa, and one institute in Kansas City, Kansas, for 23 participants. The focus on Evidence-Based Reading Instruction (EBRI) integrates findings from the best available reading research. With EBRI, teachers use diagnostic assessment procedures to gauge the strengths and weaknesses of each learner and target reading instruction accordingly. Teachers that use EBRI help learners improve their skills in each of the four components of reading: (1) alphabetic, (2) vocabulary, (3) fluency, and (4) comprehension - by explaining new concepts and modeling strategies and by providing feedback when learners practice.

**Literacy Information and Communication System (LINCS) Technology trainings**—Three regional training were held on September 26, 2012 at Eastern Iowa Community College; September 27, 2012 at Southwestern Community College; and September 28, 2012 at Western Iowa Tech Community College by a national trainer for 31 participants. The morning focus was on some tools instructors could use in integrating technology into their classrooms, and the afternoon focused on using social networking, etc. as tools for adult learners.

**Comprehensive Adult Student Assessment System (CASAS)-certified trainers** include: One basic information technology (IT) associate, one “Providing Options for the Workplace, Education, and Rehabilitation (POWER)” consultant, one TOPSpro consultant, and two Functional Writing Assessment (FWA) cadre members. Additionally, a technology trainer is in the process of becoming a certified CASAS trainer. These experts conduct training in their content areas as needed across the state and at conferences. All trainers participate in re-certification with CASAS. Program Year 2013 was the final year for a state FWA trainer, as CASAS writing assessment will no longer be eligible for National Reporting System (NRS) reporting.

**Reading Strategies for Common Core Standards**—A national trainer from Pearson Vue offered a one-day training on “Digging into the Reading Standards (6-12)” on April 19, 2013 for 25 participants. The training provided participants with a deeper look at the Common Core State Standards (CCSS) for Reading. Participants had hands-on training with strategies to dig deeper into the topics of reading comprehension, text complexity, and informational texts. They learned how to select appropriately leveled texts and materials so that students are supported in meeting the high standards embedded within CCSS.

**TOPSpro Enterprise™ (TE)**—This is the web based data management system for Iowa’s adult education programs. The TOPS Enterprise web-based management information system includes a variety of data integrity protocols. Local program data is entered daily using TOPS Enterprise. Data is accessible in real time to state and local program personnel. The local TOPSpro enterprise specialist is able to run reports on demand. Reports are shared in a variety of formats with coordinators and instructors. Coordinators are encouraged to review and to verify their data on a weekly basis and to share the information with staff. Local programs are on a three-year rotating monitoring visit cycle which includes database integrity checks and compliance with Iowa’s TOPSpro Data Dictionary. The IDOE has quality control procedures in place for appropriate assessment procedures: monthly data integrity checks; system logic review to prevent inappropriate assessments being administered electronically; and quarterly data verification procedures. Data Dictionary training via webinar was held on July 26, 2012, for 18 participants. CASAS Enterprise Federal Reporting training was held at Western Iowa Tech Community College on January 17, 2013 for 8 participants; at Eastern Iowa Community College on January 18, 2013, for 17 participants; and at Iowa Valley Community College District on January 23, 2013, for 14 participants. Also, a CASAS Content Standards for Instruction webinar was held February 20, 2013 for 12 participants. Additional trainings for program year 2013 are listed in Table 1.1. and were held to provide technical assistance and certification requirements.

**Table 1.1—Training Schedule**

Delivery Date	Training Topics	Participating Programs
7/6/2012; 7/18/2012; 7/25/2012; 8/1/2012; 8/17/2102; 8/23/2012; 8/31/2012	Implementation: Reviews the use of TE and eO as a web-based program.	HCC; EICC; NICC; SCC; IHCC; DMACC; NIACC; NCC; KCC
9/13/2013; 11/9/2012; 11/14/2012; 11/26/2013	Migration: Reviews moving data from the server based to the web-based.	KCC; DMACC; EICC; WITCC; NIACC; SCC; IWCC; ILCC; IHCC, SWCC
7/18/2012; 8/24/2012; 10/19/2012; 11/2/2012	Orientation and certification eO testing certification and proctor .	NICC; IHCC; NCC; ICC; DMACC; NIACC
1/17/2013; 1/18/2013; 1/23/2013	Federal Reporting: Guidelines on use of reporting tools on TE.	EICC; WITCC; IHCC; ICC; KCC; DMACC

At the **Center for Adult English Language Acquisition (CAELA) Training**, Iowa’s English as a Second Language (ESL) Regional Specialists provided technical assistance and three trainings on “*Transitions for ESL at All Levels*” on October 24, 2012, at Des Moines, Iowa for three participants; April 3, 2013 at North Iowa Area Community College for seven participants; and May 5, 2013 at Northeast Community College for nine participants. Presentations were recorded to provide to all programs.

**Monitoring Visits to Colleges.** The Adult Literacy State Director and Adult Literacy Consultants monitored and visited the following community colleges from October—May 2013.

Iowa Central Community College (ICCC)	03/11/13
Iowa Western Community College (IWCC)	04/10/13
North Iowa Area Community College (NIACC)	04/24/13
Hawkeye Community College (HCC)	05/07/13
Iowa Lakes Community College (ILCC)	05/08/13

The purposes for site visits were to meet staff, provide technical assistance to the program, provide an opportunity for the staff at each center to ask questions and share ideas and concerns, and learn about programs, facilities, and procedures across the state. Peer coordinators were encouraged to participate as visiting monitors, in order to expand sharing and collaboration across the state. The monitoring tool and visits addressed data collections, instructional practices, benchmarks, materials, assessment practices, and fiscal management.

**FUTURE DIRECTION**

A focus on standards-based instruction will be continued and reinforced, as well as implementing professional development standards. Professional development for College and Career Readiness Standards will be provided. This training will be implemented through the methods of Standards in Action. The focus on standards supports explicit instruction. Coupled with the expansion of STARS, many Iowa adult education programs will be adopting managed enrollment delivery, in part or in full.

In program year 2014 the leadership funds that are grant awarded to programs for professional development will have a separate application process to better allow tracking of how and what funds are targeting for the local providers. The reporting requirements will remain similar. Reporting through the individual grant applications will give the state a better picture of professional development needs for the future.

**Question 2: Describe any significant findings from the eligible agency’s evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

**ACCOUNTABILITY**

One of the major intents of AEFLA was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of Workforce Investment Act. Section 212(2)(A) of the Act specifies that each eligible agency (e.g., the Iowa Department of Education) is subject to certain core indicators of performance and has the authority to specify additional indicators. The federally-mandated core indicators are:

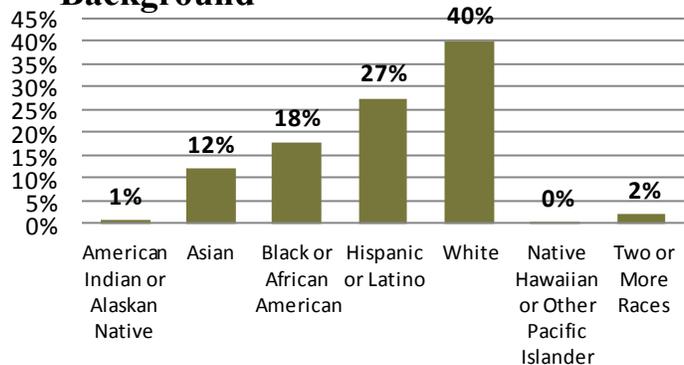
- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

**ADULT EDUCATION AND LITERACY STUDENT PROFILE**

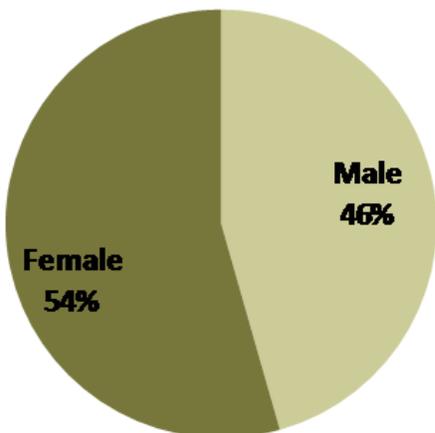
Program year 2013 indicates that the typical adult education and literacy student is female, unemployed, white averaging 25-44 years of age, with the highest year of school completed 9-12th grade without a high school diploma.

- Female enrollment, 54 percent
- Unemployed, 54 percent
- White, 40 percent; Hispanic, 27 percent
- Between the age of 25-44
- The average highest year of school completed 9th—12th grade

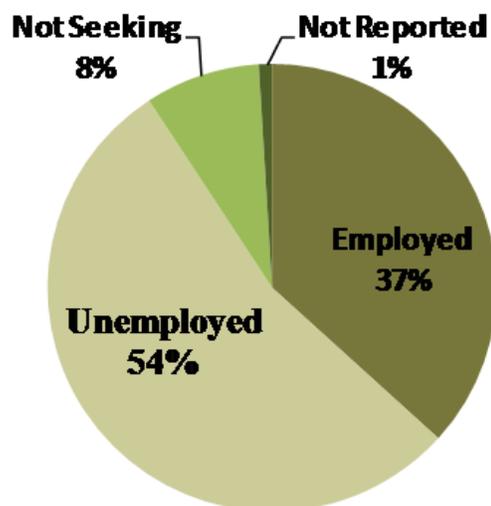
**Chart 2.2 — Adult Education and Literacy Student Racial and Ethnic Background**



**Chart 2.1 — Adult Education and Literacy Student Gender**

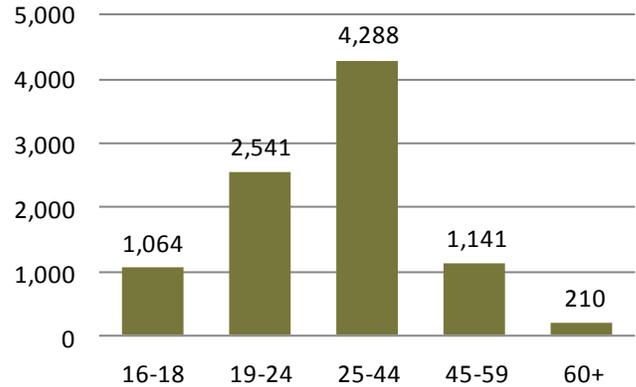


**Chart 2.3 — Adult Education and Literacy Student Employment Status**



Of those that were enrolled in 2013 and federally reported, 54 percent were female (Chart 2.1) and 40 percent self-identified as white (Chart 2.2). Twenty seven percent (27%) of participants identified themselves as Hispanic or Latino. Black or African American represented 18 percent while Asians were 12 percent. The remaining three categories (Native American, Hawaiian or Pacific Islander, and two or more races) combine to about 3 percent of the participants (Chart 2.2). The largest age group served by adult education and literacy programs ranged between 25-44 years of age with 46 percent in this category. The next largest group, 19-24 accounted for 27 percent. The 45-59 age group had 1,141 participants which was slightly higher than the 16-18 age group with 1,064 participants. Of the 9,244 reported in NRS, 72 percent self-identified their highest level of school completed as between the 9th and 12th grade. Those reporting their highest level of school completed was between 6th and 8th grade was the second largest grouping (Chart 2.4).

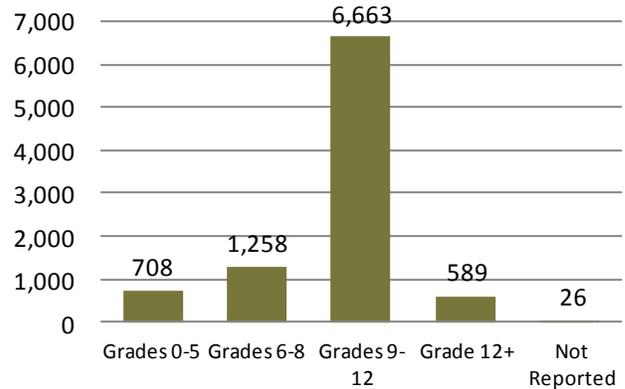
**Chart 2.4—Participant Age Group**



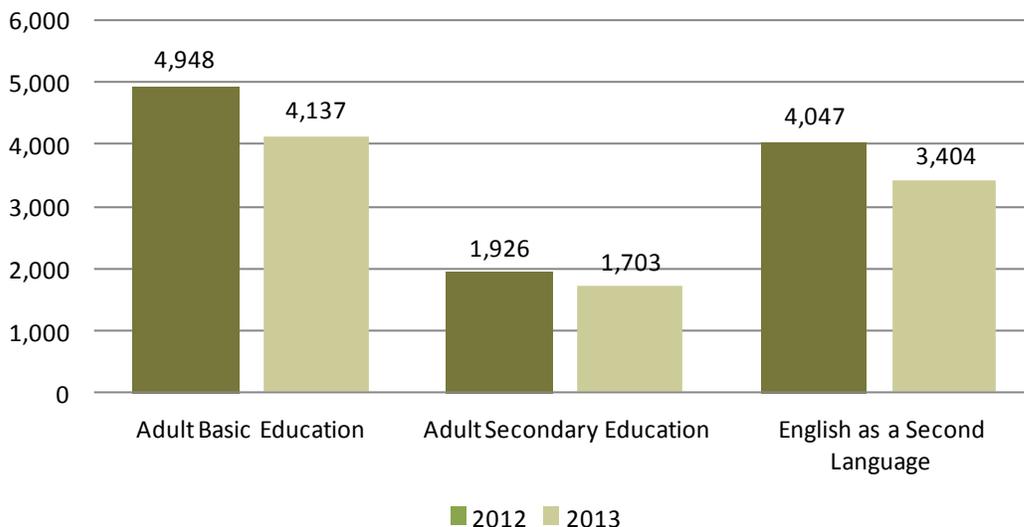
**ADULT EDUCATION AND LITERACY ENROLLMENT**

In program year 2013 there was a decrease of 15 percent in the number of reportable adult learners (9,244) as compared to program year 2012 (10,921). Of the total number of learners (9,244) that met the NRS guidelines, students in Adult Basic Education (ABE) comprised the single largest group by program type with 45 percent (4,137) of the total learners served. 18 percent of the total number of learners served were in Adult Secondary Education (ASE) and 37 percent (3,404) were enrolled in English as a Second Language (ESL).

**Chart 2.5—Highest Level of School Completed**



**Chart 2.6—Adult Education and Literacy Enrollment, 2012—2013**



### HOURS OF INSTRUCTION

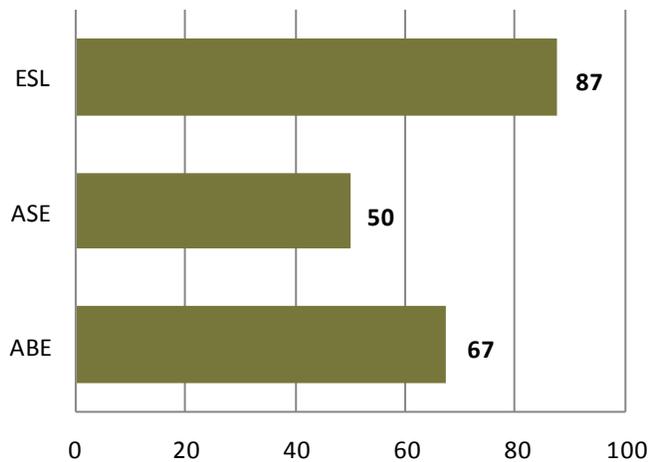
Upon intake, programs collect student information and determine the instructional program most appropriate for the student. For example, an English language learner would enroll in an ESL instructional program and a student with skills sufficient to obtain a high school equivalency diploma would be enrolled in an adult secondary education (ASE) instructional program.

- Students are pre-tested and placed into classes based on the area of basic skills most deficient and/or the student’s primary goal.
- Enrolled students must obtain a minimum of 12 instructional hours in order to be eligible for federal reporting.
- Students received an average of 72 hours of instruction through the combined instructional program.
- ESL students receive an average of 87 hours of instruction.
- ASE students receive an average of 50 hours of instruction.
- ABE students receive an average of 67 hours of instruction.

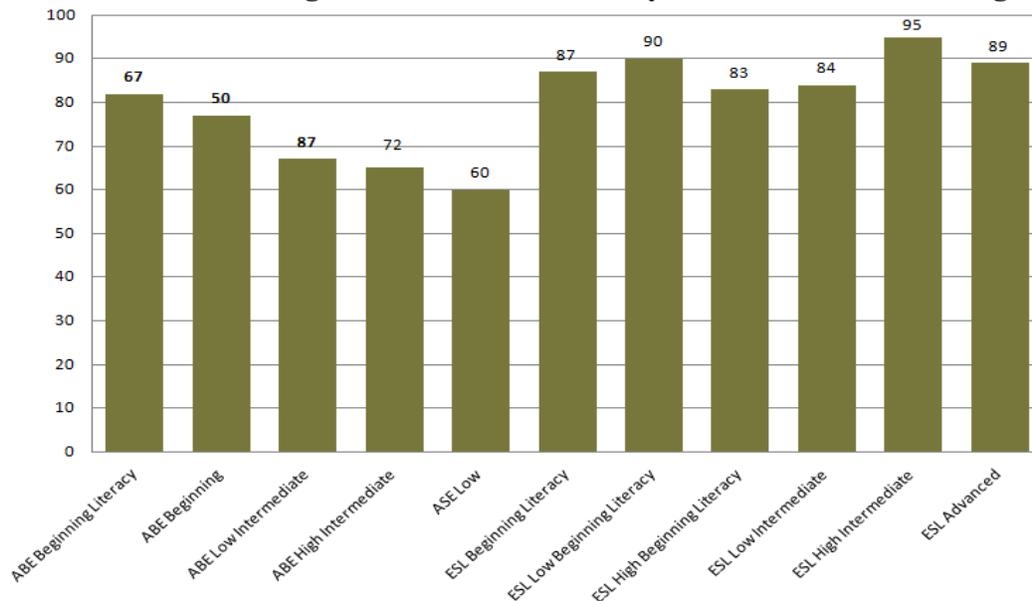
Student retention is critical to the process of accessing progress. Persistence and sufficient hours continues to be a challenge for programs. In program year 2013, of the 22,390 enrollees 41 percent (9,244) persisted for a minimum of 12 or more hours of instruction.

Adult education and literacy instructional programs represent a progression of basic skill attainment as defined by the NRS educational functioning levels. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. These levels are referred to as Educational functioning levels (EFL) and is based upon the initial (pre-test) test score for the participant. The levels for ABE are beginning literacy, beginning basic education, low and high intermediate basic education. ASE has only two levels, low and high. The six ESL levels are beginning literacy, low beginning ESL, high beginning ESL, low and high intermediate ESL, and advanced ESL.

**Chart 2.7—Average Hours of Instruction by Instructional Program**



**Chart 2.8—Average Hours of Instruction by Educational Functioning Level**



After pre-testing and upon determination of the appropriate EFL, students are placed into classes with instruction targeted to address needed skill sets.

- Student class placement occurs within one of 11 reportable educational EFLs based on pre-test score and student goals.
- Test publisher guidelines determine that students will receive a minimum of 40 hours of instructional intervention (70-100 hours recommended) before administering a post-assessment.
- After receiving the recommended hours of instruction, programs post-test students to determine progress within one of the 11 EFLs.
- The department closely monitored programs to ensure that the minimum recommended instructional intervention hours were occurring for students before programs administered a post-assessment

## CORE MEASURES

The core measures of the National Reporting System (NRS) are the student outcome measures. The five NRS core outcome measures were selected to address the requirements for core indicators of performance in the AEFLA. In all the years previously, upon entry into a program, students would set a self-reported goal that would determine their entry into the follow-up cohorts representing the following performance measures: I) High School Completion; II) Entry into Postsecondary Education or Training; III) Employment Entry; and/or IV) Employment Retention.

This program year starts a process of automatic cohort designation. This procedure has resulted in higher numbers of cohort participants than any previous year. Upon student exit, during or at the end of the program year, student achievement outcomes were measured utilizing data matching methodology outlined in NRS guidelines. Data matching requires attention to data integrity and collaboration between authorized entities.

### Performance Measure I—Demonstrated Improvement in Educational Functioning Levels

Iowa annually submits performance targets to OVAE for increased student educational functioning level gains for the upcoming program year. Iowa local programs implement strategies to increase performance and meet the state targets. States annually submit outcomes of Performance Measure I based on:

1. total enrollees with an initial placement assessment;
2. 12 or more hours of instruction;
3. the number of percentage of students with a post-assessment; and
4. the number and percent of students making an educational functioning level gain. Table 2.1 shows the educational functioning levels and Iowa's agreed upon targets for the 2013 program year.

**Table 2.1—Student Education Functioning Level Performance 2013**

Entering EFL	Performance Targets	Performance Outcomes
ABE Beginning Literacy	30%	26%
ABE Beginning	40%	28%
ABE Low Intermediate	40%	28%
ABE High Intermediate	32%	24%
ASE Low	30%	27%
ESL Beginning Literacy	45%	37%
ESL Low Beginning Literacy	50%	47%
ESL High Beginning Literacy	50%	34%
ESL Low Intermediate	47%	33%
ESL High Intermediate	40%	28%
ESL Advanced	25%	13%

Iowa's aggregate pre-/post-test match is 46 percent in program year 2013. Of the 9,244 eligible participants 4,276 were pre- and post-tested. Of those, 66 percent (2,809) made an educational functioning level gain. While Iowa's adult education and literacy programs did not meet the federal negotiated benchmarks, a slight increase in the ABE and ASE levels occurred with ESL levels remaining steady.

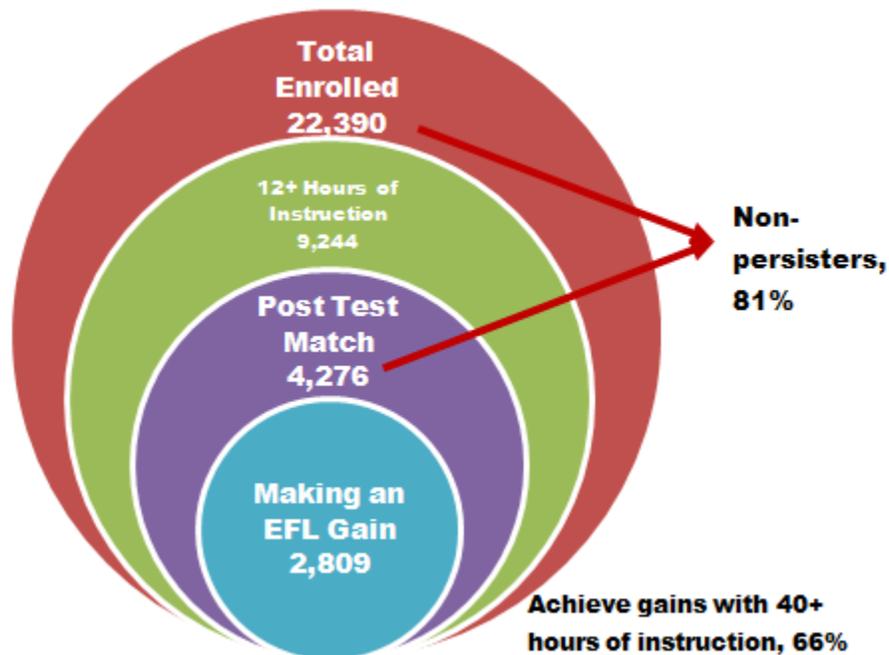
Adult Basic and Secondary Education: *The percentage of enrolled adults in the basic literacy program who acquired the basic skills needed to complete the level of instruction in which they were initially placed.* The adult basic and secondary education instructional programs consist of a series of educational functioning levels with each level representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

English Literacy or English as-a-Second Language (ESL): *The percentage of enrolled adults in English literacy programs who acquired the level of English language skills needed to complete the level of instruction in which they were initially enrolled.* English literacy education instructional programs consist of a set of educational functioning levels with each level representing a hierarchy of English language skills ranging from beginning language literacy to oral language proficiency.

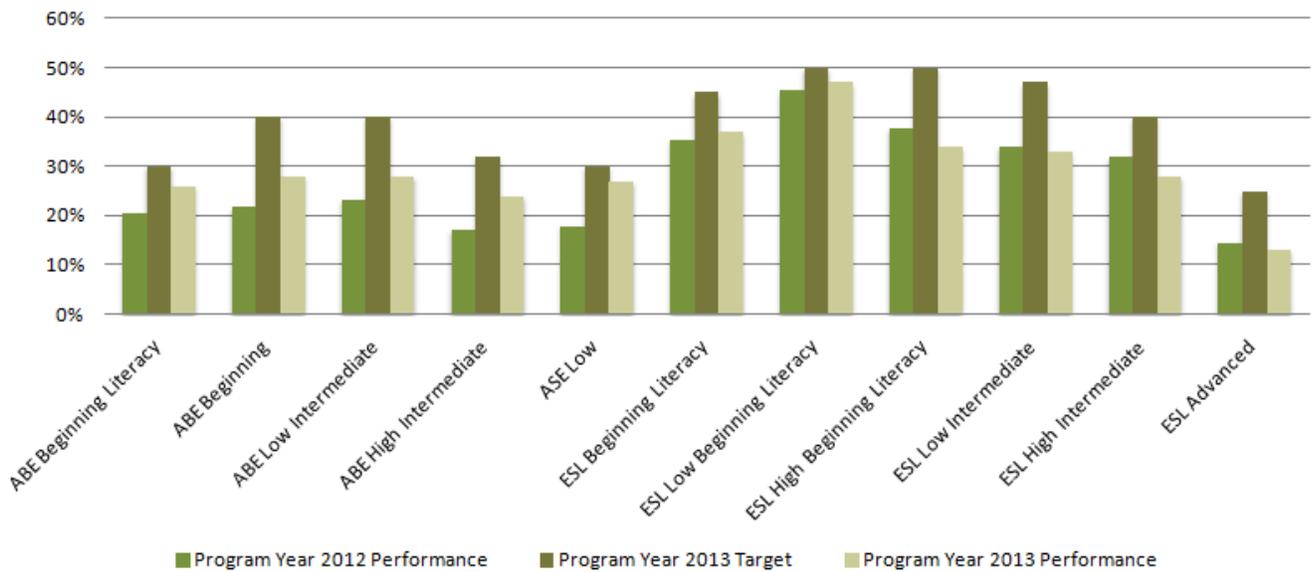
Student retention and completion of sufficient hours of instruction continue to be a challenge for local programs. Programs track student progress, hours of instruction, and level of completion in order to report outcomes to the state annually. Students must have 12 hours of instruction to be federally-reported. Retention challenges are a major factor in Iowa’s inability to meet federally-negotiated targets and as a result, Iowa’s performance increased in 2013, but not enough to meet any of the 11 negotiated targets. The progression of student success is documented as follows:

- Program year 2013 total student enrollment totaled 22,390 students.
- Of the 22,390 enrollees, 13,146, or 59 percent left the program before 12 hours of instruction and/or were not administered a pre-test.
- Of the 22,390 enrollees, 9,244 or 41 percent were retained for 12 or more hours of instruction.
- Of the 9,244 students retained, programs progress tested 4,276, or 46 percent of the total with at least a minimum of 40 hours of instruction.
- Of the 4,276 students with a post test match, 2,809, or 66 percent achieved educational gains.
- Forty six percent, (46%) 1,294 of the participants that persisted with a post-test match gained multiple levels.

**Chart 2.9—2013 Cohort Path to Educational Gains**



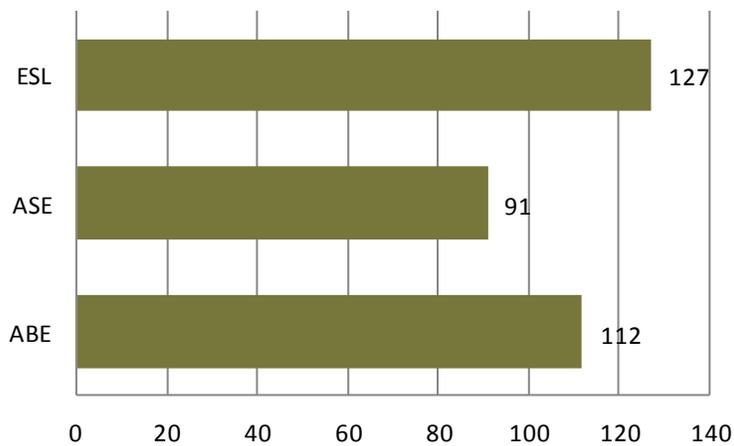
**Chart 2.10—EFL Indicator Comparison**



Increased achievement toward negotiated targets is attributed to several factors:

- Managed enrollment practices increase student persistence and retention.
- Monitoring of local program compliance with test publisher recommended instructional intervention increased the hours of instruction for students.
- Programs were revised attendance policies to ensure that students received instructional intervention of sufficient intensity and duration.

**Chart 2.11—Average Hours of Instruction for Level Gain**



**Performance Measure II—High School Completion**

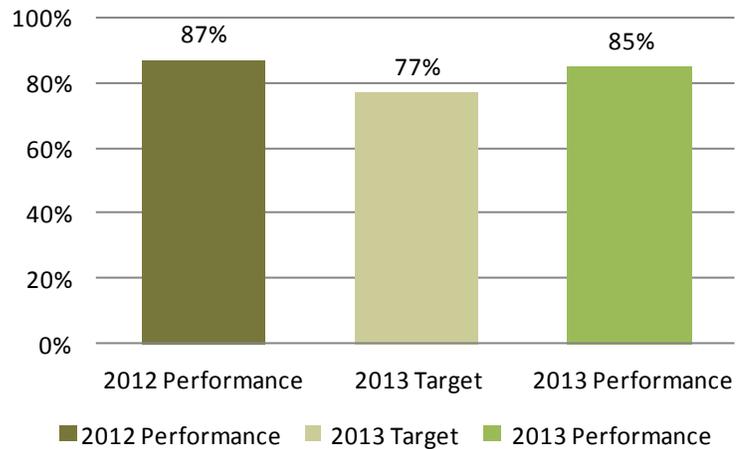
*Cohort Definition: All learners who take all High School Equivalency tests who exit during the program year.*

Iowa issues a high school equivalency diploma upon successful completion of approved, standardized subject tests. In program year 2013, Iowa used the successful completion of the GED® test battery as the basis upon which to issue an Iowa high school equivalency diploma. Students without a high school diploma or an equivalent, who completed all five subjects (pass or fail) and exited during the program year by June 30, 2013, were matched for two subsequent quarters to determine if the student was awarded an Iowa high school equivalency diploma.

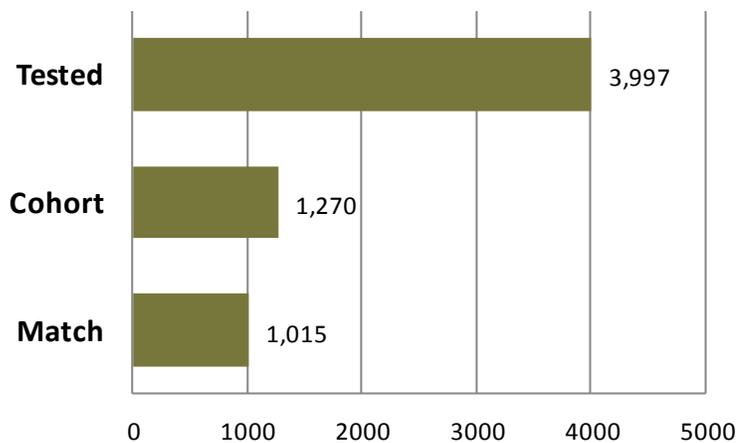
For many participants in adult education and literacy programs, the main goal is to achieve a high school equivalency diploma. The Iowa Department of Education awarded 3,997 equivalency diplomas in 2013. Iowa’s performance target for program year 2013 stated that 77 percent of students who indicated eligibility for the cohort would achieve the goal. In program year 2013, 85 percent of students achieved that goal, statewide and exceeded the OVAE-negotiated target.

There were 1,270 participants that qualified for the cohort designation by exiting within the program year and completing all five tests. With a 91 percent match rate, 1,015 participants achieved this outcome. Since December 2013 will close out the current assessment in Iowa. This has resulted in greater efforts to target incomplete test takers. In January 2014, all prior incomplete test scores will be invalid.

**Chart 2.12—Core Outcome Measure—Awarded Secondary Diplomas**



**Chart 2.13—High School Equivalency Test Outcomes**



**Performance Measure III—Entered Postsecondary Education or Training**

*Cohort Definition: All learners who have earned a secondary credential while enrolled, hold a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to community college, who exit during the program year.*

In 2013, there were 1,938 participants eligible for this cohort. Participants were matched against Iowa’s Community College MIS data, as well as the National Student Clearinghouse, to verify student enrollment. Eighty eight percent (88%) of the eligible participants had sufficient data matching elements to perform a query.

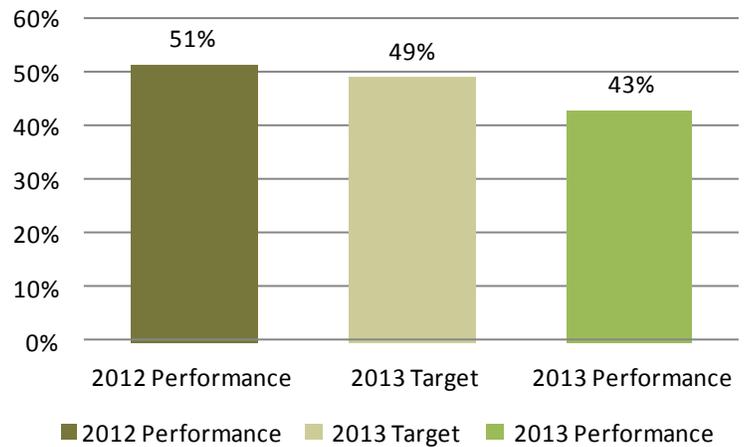
Of the 1,705 participants available for matching 747 (43.8 percent) was matched with having entered postsecondary education or a training program within two quarters of their exit from an adult education and literacy program.

**Performance Measure IV—Entered Employment**

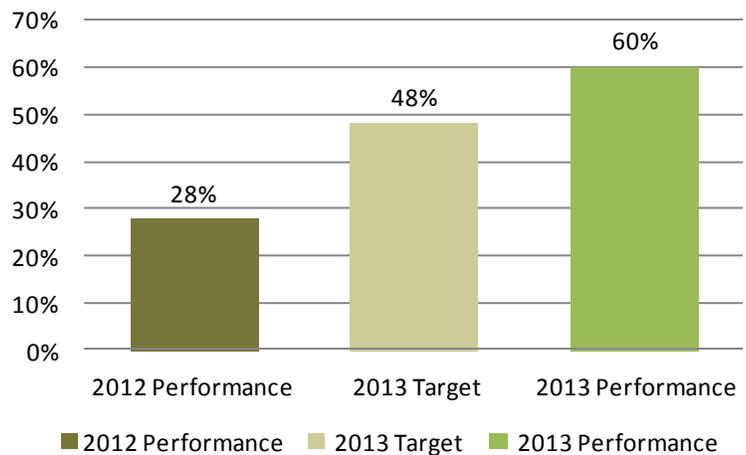
*Cohort Definition: Learners who are not employed at time of entry and in the labor force who exit during the program year.*

With the new cohort designation for employment core measures a greater number of participants were included in the cohorts than in previous years. For entered employment, Iowa matched 2,574 eligible participants in the cohort. This represents an average annual increase over the past five years of 64 percent. Of the eligible cohort 2,186 were matched with a outcome rate of 60 percent. This is twice the outcome from last program year. This increase is largely due to the new cohort definition implemented in program year 2013.

**Chart 2.14—Enrollment in Postsecondary Outcomes**



**Chart 2.15—Entry into Employment Outcomes**

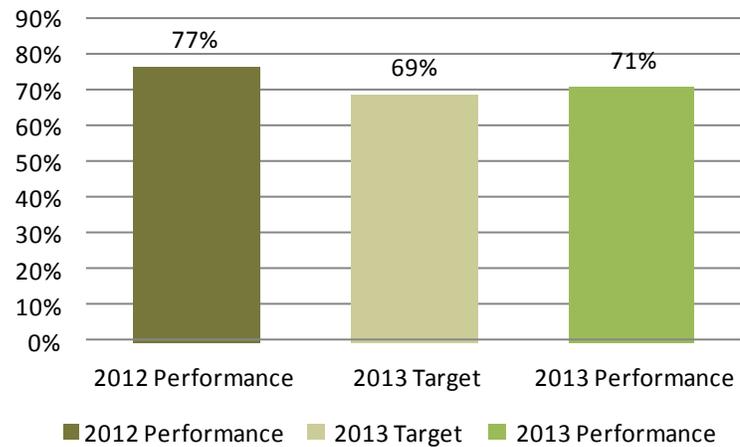


**Performance Measure IV—Retained Employment**

*Cohort Definition: Learners employed at entry who exit during the program year; and learners who were not employed at time of entry and in the labor force who are employed by the first quarter after exit quarter.*

In 2013, 3,393 of the 9,244 participants in the adult education and literacy program, as reported to NRS, self-identified as employed. To qualify for follow-up within this cohort to NRS, a participant must also exit the program, either by completing instruction or no longer participating. In addition, all successfully employed participants from the entered employment cohort (1,319) are added. Therefore, 4,516 participants qualified for consideration in this cohort. With a 100 percent match rate, 3,206 (71 percent) participants retained their employment three quarters later after their exit from the adult education and literacy program.

**Chart 2.15—Retained Employment Outcomes**



**FUTURE DIRECTIONS**

Iowa will continue to address the need for higher EFL benchmark gains with standards-based instruction, as well as implementing professional development standards. A benchmark for pre- /post-test matching will be communicated and tracked at 50 percent for monitoring and status update reports. Professional development for College and Career Readiness Standards will be provided as a focus to help align instruction to the new high school equivalency assessment instruction.

In 2014, state funds were allocated to address the needs of adult education and literacy. These funds will assist programs to expand their services and to increase their intensity and duration of instruction offerings. These funds will help to open up additional sites and hours for students. In addition these funds can be used to expand distance education offerings and integrating technology in the classroom. Funds are encouraged to be used to enable full-time staff to facilitate effective and long-lasting professional development.

Workforce training funds released in the 2014 Legislative session to address the skill gap issues will be used to assist adult education and literacy participants to transition effectively to post-secondary/training opportunities as well as employment. Therefore, the development of career pathways, contextualizing instruction, and developing career awareness at every level of instruction will be reinforced in the future.

**Question 3: *Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment training activities.***

The Iowa community college consortium-based adult education and literacy delivery system has successfully integrated the activities sponsored under Title II with other relevant adult education, career development and employment, and training activities. The integration has been achieved through the cooperation, collaboration, and coordination efforts achieved through the Iowa Department of Education, the Iowa Workforce Development, and the Iowa Department of Corrections working collaboratively to achieve common goals and objectives.

The Title II component has been identified as the basic literacy skills component of the overall Workforce Investment Act state level collaborative efforts. Meetings with the National Skills Coalition and the United Way began and resulted in a detailed policy paper as part of the Iowa Skills2Compete initiative. This work helped to identify issues for key stakeholders and bring those issues to the table for legislators in an organized manner.

In addition, the Administrator of the Division of Community Colleges serves as an ex-officio member of the State Workforce Investment Board. The provision of core and other services is delineated in the state level Memorandum of Understanding (MOU). The State Director for Adult Education participates and encourages involvement with local workforce investment boards. Each program is monitored as to their involvement with a participatory planning committee. These committees are opportunities to work with one stop groups, community, and faith-based organizations.

An estimated 5 percent of Title II funds are used to support activities through the One-Stop delivery system. These funds were used to provide a collaborative initiative that introduced the Key Train® curriculum in the adult literacy centers along with the National Career Readiness Certificates by ACT in the Iowa Workforce Development sites.

#### **FUTURE DIRECTIONS**

Partnerships are being formed within and outside of the community college providers as a result of workforce development programs. GAP and PACE funds will be used to expand the collaborative efforts between adult education, career development, and employment training activities. Programs will receive additional training on how to build relevant programs of instruction that relates to high demand, high pay job opportunities.

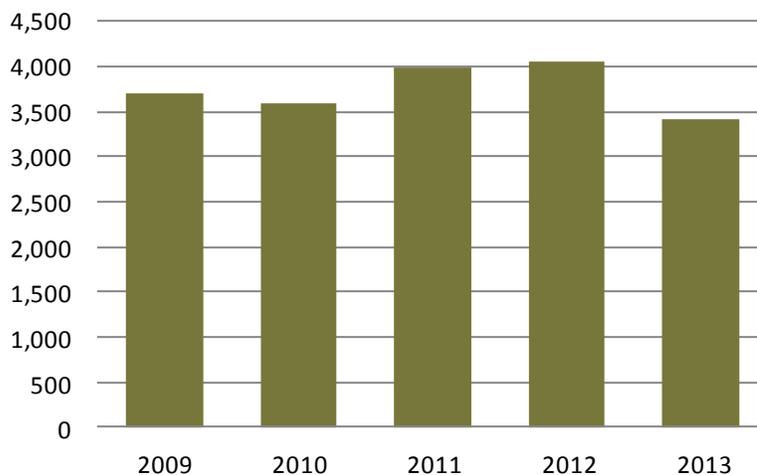
**Question 4: Describe successful activities and services supported with EL/Civics funds, including the number of programs receiving EL/Civics grants and an estimate of the number of adult learners served.**

The EL/Civics grant is used to support the English as a Second Language (ESL) population enrolled in community colleges, integrating civics, and citizenship classes. The addition of the EL/Civics funds has enabled the local programs to increase the number of classes to meet the educational needs of the immigrant population.

The Iowa Department of Education Adult Education and Literacy webpage (<https://www.educateiowa.gov/adult-career-and-community-college>) provides resources to staff and learners. Also, state leadership coordinates Iowa's ESL Regional Specialists who support the required integration of civics and ESL instruction in our programs. These specialists conducted technical assistance and presentations on transitioning ESL students in program year 2013. The 15 sub-grantees are recipients of the EL/Civics grants and use the integrated ESL and civics curriculum.

The addition of the EL/Civics funds has enabled the local programs to increase the number of classes to meet the educational needs of the immigrant population. As a result, the ESL enrollment constitutes approximately 37 percent of Iowa's total adult literacy enrollment. There are 3,404 enrollees in adult education and literacy programs receiving ESL instruction in 2013.

**Chart 4.1 — Total ESL Enrollment, 2009-2013**



**FUTURE DIRECTIONS**

Of the 2014 adult education and literacy state funds, a percentage was dedicated for English as a Second Language (ESL) specific services. These funds will help to expand the services and to increase the number of participants. Professional development opportunities will be made available for all ESL instructors for standards-based instruction, as well as the evidence-based reading instruction offered in Students Achieving in Reading (STARS).

## **FUTURE DIRECTIONS FOR 2014**

Several initiatives have been implemented to help shape the future direction of adult education and literacy efforts in Iowa, while maintaining the integrity of past efforts and successes.

Examples include:

- Student Achievement in Reading (STAR) training has begun in Iowa as a consortium effort with Kansas. Iowa's pilot site is helping to promote not only additional assessment methods but managed enrollment class structure. This approach will aid other programs to successfully implement managed enrollment elements to their delivery structure. As ABE, and ABE Intermediate in particular, represents the largest proportion of Iowa's adult learners, the additional diagnostic assessment tools and reading strategies for this population will greatly aid the instruction in achieving educational functioning level gains.
- Aligning Comprehensive Adult Student Assessment System (CASAS) standards to College and Career Readiness standards will be a priority in professional development for Iowa. With changes to the high school equivalency assessment and its relation to the Common Core Standards, programs and instructors need to be prepared in helping students be successful with 21st century skills. Assisting in this alignment will be implementing Standards in Action in each providers instruction.
- Increasing the development of career pathways with partners from the Workforce Development Programs will be increased as additional training and funds will be used to increase involvement. The Aspen Institute and the Center for Occupational Research and Development (CORD) will provide training to assist programs in providing tools and resources for Career Pathways implementation.

## **APPENDICES**

### **APPENDIX A**

Workforce Investment Act (WIA), Title II, Section 223 State Leadership Activities

### **APPENDIX B**

Table 1: Adult Literacy Enrollment—Management Information System (MIS)

Table 2: Basic Skills and Developmental/Remedial Education

Table 3: High School Equivalency Certificate Program

Table 4: Second Language Learning (ELL)

Table 5: ABE by Type of Program

Table 6: Adult Education and Literacy Total Enrollment—National Reporting System (NRS)

Table 7: English as a Second Language (ESL) Enrollment—NRS

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Table 21: Participant Status on Entry by Program

**APPENDIX A**

112 STAT. 1068 PUBLIC LAW 105-220—AUG. 7, 1998

**SEC. 223. STATE LEADERSHIP ACTIVITIES.**

(a) IN GENERAL.—Each eligible agency shall use funds made available under section 222(a)(2) for one or more of the following adult education and literacy activities:

- (1) The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.
- (2) The provision of technical assistance to eligible providers of adult education and literacy activities.
- (3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.
- (4) The support of State or regional networks of literacy resource centers.
- (5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.
- (6) Incentives for—
  - (A) program coordination and integration; and
  - (B) performance awards.
- (7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.
- (8) Other activities of statewide significance that promote the purpose of this title.
- (9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.
- (10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.
- (11) Linkages with postsecondary educational institutions.

**Table 1. Adult Literacy Enrollment - MIS\***

College						% Average Five Year
	2009	2010	2011	2012	2013	Change
Northeast Iowa	1,267	927	859	577	704	-13.7
North Iowa Area	1,077	1,109	840	819	749	-8.7
Iowa Lakes	352	308	329	307	286	-5.1
Northwest	917	1,062	924	470	468	-15.5
Iowa Central	2,167	1,859	1,689	1,553	1,735	-5.4
Iowa Valley	1,047	1,118	1,055	1,582	895	-3.8
Hawkeye	1,039	992	1,607	1,447	973	-1.6
Eastern Iowa	3,297	3,334	2,946	2,181	2,088	-10.8
Kirkwood	4,291	4,107	4,009	3,016	3,804	-3.0
Des Moines	5,177	6,790	6,270	7,313	4,910	-1.3
Western Iowa	1,505	1,454	1,909	2,191	1,616	1.8
Iowa Western	1,748	1,742	1,571	1,613	1,219	-8.6
Southwestern	450	491	488	572	450	0.0
Indian Hills	1,527	1,424	1,103	1,480	948	-11.2
Southeastern	2,153	2,043	1,541	1,514	1,545	-8.0
<b>Total</b>	<b>28,014</b>	<b>28,760</b>	<b>27,140</b>	<b>26,635</b>	<b>22,390</b>	<b>-5.4</b>

\*Includes CIPs 32010100, 32010900, 32010910, 32010500, 53020100. Numbers do not include Community Rehabilitation Sheltered Workshops.

**Table 2. Basic Skills and Developmental/Remedial Education\***

College						% Average Five Year
	2009	2010	2011	2012	2013	Change
Northeast Iowa	847	556	529	352	213	-29.2
North Iowa Area	631	714	479	421	371	-12.4
Iowa Lakes	14	0	0	0	0	-100.0
Northwest	672	735	649	130	124	-34.5
Iowa Central	503	326	222	505	445	-3.0
Iowa Valley	41	40	38	200	162	41.0
Hawkeye	167	161	697	372	228	8.1
Eastern Iowa	2,260	2,410	2,210	1,628	1,613	-8.1
Kirkwood	2,045	1,989	2,055	1,530	1,867	-2.3
Des Moines						
Area	2,156	3,440	3,178	3,595	1,984	-2.1
Western Iowa						
Tech	20	0	0	503	0	-100.0
Iowa Western	720	716	445	535	415	-12.9
Southwestern	275	380	93	169	148	-14.3
Indian Hills	699	657	546	280	331	-17.0
Southeastern	777	760	255	313	360	-17.5
<b>Total</b>	<b>11,827</b>	<b>12,884</b>	<b>11,396</b>	<b>10,533</b>	<b>8,261</b>	<b>-8.6</b>

\*CIP codes 32010100 and 32019900

**Table 3. High School Equivalency Certificate Program\***

<b>College</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>% Average Five Year</b>
Northeast Iowa	230	201	184	157	395	14.5
North Iowa	355	351	296	346	301	-4.0
Iowa Lakes	260	259	313	253	242	-1.8
Northwest	127	191	137	152	219	14.6
Iowa Central	1,095	963	969	606	859	-5.9
Iowa Valley	493	589	539	401	428	-3.5
Hawkeye	649	617	763	828	446	-9.0
Eastern Iowa	478	448	327	307	196	-20.0
Kirkwood	1,812	1,903	1,832	1,321	1,400	-6.2
Des Moines	1,622	1,976	1,043	2,265	1,014	-11.1
Western Iowa	866	823	1,976	932	892	0.7
Iowa Western	833	863	995	942	655	-5.8
Southwestern	73	8	327	306	262	37.6
Indian Hills	498	501	342	541	465	-1.7
Southeastern	1,267	1,226	1,242	1,161	1,141	-2.6
<b>Total</b>	<b>10,658</b>	<b>10,919</b>	<b>11,285</b>	<b>10,518</b>	<b>8,915</b>	<b>-4.4</b>

\*CIP code 5302010

**Table 4. Second Language Learning (ELL)\***

<b>College</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>% Average Five Year Change</b>
Northeast Iowa	190	170	146	68	96	-15.7
North Iowa Area	111	62	62	45	77	-8.7
Iowa Lakes	78	49	16	54	44	-13.3
Northwest	118	106	138	188	125	1.5
Iowa Central	592	597	498	442	431	-7.6
Iowa Valley	513	489	478	353	305	-12.2
Hawkeye	223	214	147	248	299	7.6
Eastern Iowa	559	486	409	246	279	-15.9
Kirkwood	794	590	480	406	537	-9.3
Des Moines						
Area	2,303	2,327	2,049	2,151	1,912	-4.5
Western Iowa						
Tech	619	631	723	756	724	4.0
Iowa Western	195	163	131	136	149	-6.5
Southwestern	102	103	68	62	40	-20.9
Indian Hills	330	266	215	204	152	-17.6
Southeastern	109	58	44	40	44	-20.3
<b>Total</b>	<b>6,836</b>	<b>6,311</b>	<b>5,604</b>	<b>5,399</b>	<b>5,214</b>	<b>-6.5</b>

\*CIP codes 32010900 and 32010910

**Table 5. ABE by Type of Program\***

Program Type	2009	2010	2011	2012	2013	% Average Five Year Change
Basic Skills and Developmental/Remedial Education	11,827	12,884	11,396	10,533	8,261	-8.6
High School Equivalence Certificate Program	10,658	10,919	11,285	10,518	8,915	-4.4
Second Language Learning	6,836	6,311	5,604	5,399	5,214	-6.5
<b>Total</b>	<b>29,321</b>	<b>30,114</b>	<b>28,285</b>	<b>26,450</b>	<b>22,390</b>	<b>-6.5</b>

\*Excludes Sheltered Workshops

**Table 6. Adult Education and Literacy Total Enrollment - NRS**

College	2009	2010	2011	2012	2013	% Average Five Year Change
Northeast Iowa	430	341	374	257	400	-1.8
North Iowa Area	291	298	164	143	159	-14.0
Iowa Lakes	86	117	10	126	130	10.9
Northwest	158	182	213	205	84	-14.6
Iowa Central	558	600	697	615	614	2.4
Iowa Valley	636	664	651	559	489	-6.4
Hawkeye	671	647	767	791	703	1.2
Eastern Iowa	947	1,172	1,291	1,276	1,119	4.3
Kirkwood	962	935	750	592	651	-9.3
Des Moines Area	2,625	2,768	3,250	3,524	2,432	-1.9
Western Iowa	858	867	1,015	991	743	-3.5
Iowa Western	322	520	478	397	439	8.1
Southwestern	192	177	224	254	180	-1.6
Indian Hills	812	720	671	609	490	-11.9
Southeastern	370	744	612	582	611	13.4
<b>Total</b>	<b>9,918</b>	<b>10,752</b>	<b>11,167</b>	<b>10,921</b>	<b>9,244</b>	<b>-1.7</b>

\*Includes all Enrollees with 12 hours of instruction and a pretest.

**Table 7. English as a Second Language (ESL) Enrollment - NRS**

<b>College</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>% Average Five Year Change</b>
Northeast Iowa	88	101	93	35	35	-20.6
North Iowa Area	53	30	20	15	43	-5.1
Iowa Lakes	28	23	0	29	26	-1.8
Northwest	99	112	141	129	59	-12.1
Iowa Central	285	263	308	335	321	3.0
Iowa Valley	357	336	370	287	225	-10.9
Hawkeye	189	182	129	179	256	7.9
Eastern Iowa	155	244	205	174	183	4.2
Kirkwood	338	238	183	204	271	-5.4
Des Moines Area	1,292	1,300	1,576	1,715	1,225	-1.3
Western Iowa					502	
Tech	505	494	673	643		-0.1
Iowa Western	72	88	86	93	111	11.4
Southwestern	39	38	34	45	24	-11.4
Indian Hills	176	128	142	141	94	-14.5
Southeastern	27	22	22	23	29	1.8
<b>Total</b>	<b>3,703</b>	<b>3,599</b>	<b>3,982</b>	<b>4,047</b>	<b>3,404</b>	<b>-2.1</b>

**Table 8 ABE by Type of Program - NRS**

<b>Program Type</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>% Average Five Year Change</b>
Adult Basic Education	3,993	5,095	5,254	4,948	4,137	0.9
Adult Secondary Education	2,222	2,061	1,931	1,926	1,703	-6.4
English as a Second Language	3,703	3,599	3,982	4,047	3,404	-2.1
<b>Total</b>	<b>9,918</b>	<b>10,755</b>	<b>11,167</b>	<b>10,921</b>	<b>9,244</b>	<b>-1.7</b>

**Table 9. Adult Basic Education Enrollment - NRS**

College	2009	2010	2011	2012	2013	% Average Five Year Change
Northeast Iowa	252	193	226	179	223	-3.0
North Iowa Area	173	206	111	100	90	-15.1
Iowa Lakes	30	63	5	65	66	21.8
Northwest	36	54	31	56	18	-15.9
Iowa Central	175	237	284	196	184	1.3
Iowa Valley	221	252	222	195	155	-8.5
Hawkeye	346	345	475	484	316	-2.2
Eastern Iowa	519	683	919	836	770	10.4
Kirkwood	308	358	343	307	276	-2.7
Des Moines Area	824	1,021	1,195	1,257	779	-1.4
Western Iowa	205	245	263	245	186	-2.4
Iowa Western	179	341	283	204	224	5.8
Southwestern	78	84	66	92	73	-1.6
Indian Hills	423	422	350	263	281	-9.7
Southeastern	224	591	481	469	496	22.0
<b>Total</b>	<b>3,993</b>	<b>5,095</b>	<b>5,254</b>	<b>4,948</b>	<b>4,137</b>	<b>0.9</b>

**Table 10. Adult Secondary Education Enrollment - NRS**

College	2009	2010	2011	2012	2013	% Average 5 year Change
Northeast	90	47	55	43	142	12.1
North Iowa	65	62	33	28	26	-20.5
Iowa Lakes	28	31	5	32	38	7.9
Northwest	23	16	41	20	7	-25.7
Iowa Central	98	100	105	84	109	2.7
Iowa Valley	58	76	59	77	109	17.1
Hawkeye	136	120	163	128	131	-0.9
Eastern Iowa	273	245	167	266	166	-11.7
Kirkwood	316	339	224	81	104	-24.3
Des Moines	509	447	479	552	428	-4.2
Western Iowa	148	128	79	103	55	-21.9
Iowa Western	71	91	109	100	104	10.0
Southwestern	75	55	124	117	83	2.6
Indian Hills	213	173	179	205	115	-14.3
Southeastern	119	131	109	90	86	-7.8
<b>Total</b>	<b>2,222</b>	<b>2,061</b>	<b>1,931</b>	<b>1,926</b>	<b>1,703</b>	<b>-6.4</b>

Table 11. 2013 Adult Education Programs Enrollment by College

College	MIS				TOPS Enterprise				NRS—Reported			
	Basic Skills and Developmental / Remedial Education	High School Equivalency Certificate	Second Language Learning	Total	Adult Basic Education	Adult Secondary Education as a Second Language	Unknown	Total	Adult Basic Education	Adult Secondary Education as a Second Language	Total	Total
Northeast Iowa	213	395	96	704	466	256	59	817	223	142	35	400
North Iowa Area	371	301	77	749	225	82	67	397	90	26	43	159
Iowa Lakes	0	242	44	286	143	76	51	295	66	38	26	130
Northwest	124	219	125	468	140	39	111	395	18	7	59	84
Iowa Central	445	859	431	1,735	280	142	426	876	184	109	321	614
Iowa Valley	162	428	305	895	225	283	202	771	155	109	225	489
Hawkeye	228	446	299	973	517	149	279	975	316	131	256	703
Eastern Iowa	1,613	196	279	2,088	1,332	258	218	1,857	770	166	183	1,119
Kirkwood	1,867	1,400	537	3,804	1,084	338	331	2,092	276	104	271	651
Des Moines	1,984	1,014	1,912	4,910	2,120	1,239	1,832	6,693	779	428	1,225	2,432
Western Iowa	0	892	724	1,616	637	161	675	1,579	186	55	502	743
Iowa Western	415	655	149	1,219	495	219	140	1,462	224	104	111	439
Southwestern	148	262	40	450	119	154	33	435	73	83	24	180
Indian Hills	331	465	152	948	482	198	138	849	281	115	94	490
Southeastern	360	1,141	44	1,545	737	175	36	1,066	496	86	29	611
<b>Total</b>	<b>8,261</b>	<b>8,915</b>	<b>5,214</b>	<b>22,390</b>	<b>9,002</b>	<b>3,769</b>	<b>4,598</b>	<b>20,559</b>	<b>4,137</b>	<b>1,703</b>	<b>3,404</b>	<b>9,244</b>
<b>% of Total</b>	<b>36.9</b>	<b>39.8</b>	<b>23.3</b>	<b>100.0</b>	<b>43.8</b>	<b>18.3</b>	<b>22.4</b>	<b>100.0</b>	<b>44.8</b>	<b>18.4</b>	<b>36.8</b>	<b>100.0</b>

**Table 12. NRS Enrollment by Entering Educational Functioning Level, Ethnicity and Gender - 2013**

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		White		Native Hawaiian or Other Pacific Islander		Two or More Races		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
	ABE Beginning Literacy	0	0	0	0	3	25	20	14	10	43	43	0	0	
ABE Beginning Basic Education	0	5	4	5	76	70	39	54	118	114	0	0	0	2	1,488
ABE Intermediate Low	3	6	14	6	140	112	87	95	203	244	1	0	9	10,930	
ABE Intermediate High	15	17	19	32	241	254	221	235	715	746	3	3	24	34	2,559
<b>ABE Subtotal</b>	<b>18</b>	<b>28</b>	<b>37</b>	<b>46</b>	<b>482</b>	<b>456</b>	<b>361</b>	<b>394</b>	<b>1,079</b>	<b>1,147</b>	<b>4</b>	<b>3</b>	<b>36</b>	<b>464,137</b>	
ASE Low	2	1	5	9	57	65	66	72	294	323	0	3	12	15,924	
ASE High	6	6	3	2	19	31	37	39	301	313	0	2	14	6,779	
<b>ASE Subtotal</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>76</b>	<b>96</b>	<b>103</b>	<b>111</b>	<b>595</b>	<b>636</b>	<b>0</b>	<b>5</b>	<b>26</b>	<b>211,703</b>	
ESL Beginning Literacy	0	0	27	38	15	41	20	29	0	5	0	0	4	6,185	
ESL Beginning Low	0	0	34	49	22	45	27	56	6	7	1	0	3	8,258	
ESL Beginning High	0	0	100	123	69	74	108	179	20	17	0	0	4	11,705	
ESL Intermediate Low	0	0	134	125	72	87	177	296	26	52	2	3	1	7,982	
ESL Intermediate High	0	0	105	123	42	33	141	223	16	39	1	0	4	3,730	
ESL Advanced	0	0	60	91	13	18	116	193	10	40	0	0	1	2,544	
<b>ESL Subtotal</b>	<b>0</b>	<b>0</b>	<b>460</b>	<b>549</b>	<b>233</b>	<b>298</b>	<b>589</b>	<b>976</b>	<b>78</b>	<b>160</b>	<b>4</b>	<b>3</b>	<b>17</b>	<b>373,404</b>	
<b>Total</b>	<b>26</b>	<b>35</b>	<b>505</b>	<b>606</b>	<b>791</b>	<b>850</b>	<b>1,053</b>	<b>1,481</b>	<b>1,752</b>	<b>1,943</b>	<b>8</b>	<b>11</b>	<b>79</b>	<b>1049,244</b>	

Table 13. Participant by College, Ethnicity and Race, NRS

College	American Indian	Asian	Black	Hispanic or Latino	White	Pacific Islander	Two or more races	Total
Northeast	2	16	62	34	276	1	9	400
North Iowa	1	8	10	46	92	0	2	159
Iowa Lakes	0	3	7	34	84	0	2	130
Northwest	0	6	0	59	19	0	0	84
Iowa Cen-	2	107	44	259	191	1	10	614
Iowa Valley	5	86	36	245	114	0	3	489
Hawkeye	1	121	155	110	304	5	7	703
Eastern	2	87	200	283	520	2	25	1,119
Kirkwood	3	76	144	154	260	0	14	651
Des Moines	18	461	659	546	673	3	72	2,432
Western	20	95	94	432	95	4	3	743
Iowa West-	1	19	38	130	247	0	4	439
Southwest-	1	1	5	39	133	0	1	180
Indian Hills	1	11	53	93	323	2	7	490
Southeast-	4	14	134	70	364	1	24	611
<b>Total</b>	<b>61</b>	<b>1,111</b>	<b>1,641</b>	<b>2,534</b>	<b>3,695</b>	<b>19</b>	<b>183</b>	<b>9,244</b>

**Table 14. Participant by College, Age and Gender, NRS**

College	16-18		19-24		25-44		45-59		60+		Total
	M	F	M	F	M	F	M	F	M	F	
North-	28	33	43	92	48	103	10	34	2	7	400
North Iowa	9	7	21	26	26	37	10	20	1	2	159
Iowa	13	19	21	19	19	29	6	2	0	2	130
North-	6	2	4	5	11	41	2	12	1	0	84
Iowa	38	33	90	77	107	166	37	56	6	4	614
Iowa	65	26	53	64	78	148	20	27	5	3	489
Hawkeye	31	19	116	99	166	196	30	42	3	1	703
Eastern	110	94	171	163	204	252	49	62	5	9	1,119
Kirkwood	67	36	62	100	97	197	30	39	11	12	651
Des Moines	86	52	264	312	498	796	145	202	35	42	2,432
Western Iowa	27	15	120	101	162	204	37	62	10	5	743
Iowa	26	25	47	72	85	128	20	26	5	5	439
South-	33	18	34	27	20	38	1	7	0	2	180
Indian	37	32	74	66	101	100	31	35	11	3	490
South-	43	34	120	78	142	89	55	32	13	5	611
<b>Total</b>	<b>619</b>	<b>445</b>	<b>1240</b>	<b>1301</b>	<b>1764</b>	<b>2524</b>	<b>483</b>	<b>658</b>	<b>108</b>	<b>102</b>	<b>9,244</b>

**Table 15. \*Basic Literacy Skill Certificates**

<b>College</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>% Average Five Year</b>
Northeast Iowa	252	103	69	42	68	-27.9
North Iowa Area	201	59	28	21	30	-37.8
Iowa Lakes	57	56	4	35	40	-8.5
Northwest	85	56	29	34	10	-41.4
Iowa Central	429	330	320	235	292	-9.2
Iowa Valley	251	181	180	167	102	-20.2
Hawkeye	342	245	237	296	364	1.6
Eastern Iowa	467	253	231	302	463	-0.2
Kirkwood	524	425	227	97	128	-29.7
Des Moines	1,275	1,329	1,187	1,064	585	-17.7
Western Iowa	374	293	426	318	160	-19.1
Iowa Western	194	154	130	116	148	-6.5
Southwestern	123	75	103	97	63	-15.4
Indian Hills	485	362	321	268	217	-18.2
Southeastern	203	247	146	121	125	-11.4
<b>Total</b>	<b>5,262</b>	<b>4,168</b>	<b>3,638</b>	<b>3,213</b>	<b>2,795</b>	<b>-14.6</b>

\*Includes NRS Enrollees including corrections and online programs. Counts include at least one level gain (multiple gains are only counted once).

**Table 16. High School Equivalency Awards**

<b>College</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>% Average Five Year Change</b>
Northeast Iowa	202	164	136	116	159	-5.8
North Iowa Area	98	79	78	69	69	-8.4
Iowa Lakes	70	79	40	41	63	-2.6
Northwest	40	52	31	34	26	-10.2
Iowa Central	307	316	286	281	270	-3.2
Iowa Valley	133	154	113	113	139	1.1
Hawkeye	150	145	171	171	173	3.6
Eastern Iowa	632	568	548	457	474	-6.9
Kirkwood	489	460	430	443	450	-2.1
Des Moines Area	957	966	869	787	571	-12.1
Western Iowa	273	245	196	218	197	-7.8
Iowa Western	233	232	222	199	191	-4.8
Southwestern	64	45	41	50	45	-8.4
Indian Hills	204	153	140	148	119	-12.6
Southeastern	252	209	260	277	231	-2.2
<b>Total</b>	<b>4,104</b>	<b>3,867</b>	<b>3,561</b>	<b>3,404</b>	<b>3,177</b>	<b>-6.2</b>

Source: NRSpro.

**Table 17. Community College Adult High School Diplomas\*\*\***

<b>College</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Northeast Iowa	0	0	0	0	
North Iowa Area	0	0	0	0	
Iowa Lakes	1	0	NR	0	67
Northwest	0	0	0	0	7
Iowa Central	2	0	0	0	
Iowa Valley	2	2	NR	0	
Hawkeye	3	1	1	1	
Eastern Iowa	0	0	0	0	
Kirkwood	82	53	72	51	72
Des Moines Area	66	117	129	93	63
Western Iowa Tech	0	0	NR	0	
Iowa Western	0	0	13	0	
Southwestern	0	0	0	0	
Indian Hills	0	0	0	0	
Southeastern	0	0	0	0	
<b>Total</b>	<b>156</b>	<b>196</b>	<b>173</b>	<b>215</b>	<b>209</b>

\*\*\*Community College-based adult high school diploma programs.

**Table 18. Enrollment by College - Core Measures**

College	Secondary Cohort	Number of Participants with Un-avail-able Data for Match- ing Achieved	Secondary Cohort	PostSec- ondary Cohort	Number of Participants with Un- avail-able Data for Match- ing Achieved	PostSec- ondary Cohort	Entered Employment Cohort	Number of Participants with Un- avail-able Data for Match- ing Achieved	Entered Employment Cohort	Number of Participants with Un- avail-able Data for Match- ing Achieved	Retained Employment Cohort	Number of Participants with Un- avail-able Data for Match- ing Achieved
Northeast	74	1	40	152	4	123	58	3	33	111	0	79
North Iowa	10	0	9	9	0	4	24	0	14	47	0	38
Iowa Lakes	50	2	47	58	5	27	64	0	33	33	0	25
Northwest	5	2	3	9	6	0	13	7	4	73	0	26
Iowa Central	103	13	79	113	19	47	189	31	96	381	0	258
Iowa Valley	83	10	59	87	10	32	108	4	49	153	0	97
Hawkeye	81	0	80	165	0	55	195	4	108	328	0	254
Eastern Iowa	83	0	78	291	4	154	336	16	145	451	0	264
Kirkwood	143	7	132	184	14	56	124	34	59	215	0	171
Des Moines	177	44	97	249	74	55	626	24	296	936	0	640
Western Iowa	85	5	77	142	42	47	432	100	175	617	0	349
Iowa Western	89	1	82	121	6	45	205	11	89	362	0	226
Southwestern	49	0	40	68	1	42	68	23	24	139	0	66
Indian Hills	106	31	65	154	40	39	330	31	155	536	0	361
Southeastern	132	1	127	136	2	21	104	13	39	134	0	90
<b>Total</b>	<b>1,270</b>	<b>117</b>	<b>1,015</b>	<b>1,938</b>	<b>227</b>	<b>747</b>	<b>2,876</b>	<b>301</b>	<b>1,319</b>	<b>4,516</b>	<b>0</b>	<b>2,944</b>

**Table 19. Enrollment by Program Type - Correction\***

Enrollment by Program Type	Students		Attendance Hours	Basic Literacy Skills Certificates	Core Measures	
	M	F			Secondary Cohort	Secondary Achieved
Adult Basic Skills	386	150	50,487	137	71	66
Adult Secondary	78	119	20,265	52	41	27
English as a Second Lan-		1	80	0	0	0
<b>Total</b>	<b>464</b>	<b>270</b>	<b>70,832</b>	<b>189</b>	<b>112</b>	<b>93</b>

\*Subset of NRS enrollment

**Table 20. Enrollment by Program Type - Distance Education\***

Enrollment by Program Type	Students		Attendance Hours	Basic Literacy Skills Certificates	Secondary Cohort	Secondary Cohort Achieved	PostSecondary Cohort	PostSecondary Cohort Achieved	Core Measures			
	M	F							Entered Employment Cohort	Entered Employment Cohort Achieved	Retained Employment Cohort	Retained Employment Cohort Achieved
Adult Basic Skills	24	48	3,233	23	10	8	15	8	13	8	18	9
Adult Secondary	33	26	2,664	25	25	23	27	16	18	12	20	11
English as a Second Language	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>57</b>	<b>74</b>	<b>5,897</b>	<b>48</b>	<b>35</b>	<b>31</b>	<b>42</b>	<b>24**</b>	<b>31</b>	<b>20**</b>	<b>38</b>	<b>20**</b>

\*Subset of NRS enrollment 51% or higher instruction received through distance education  
 \*\*\*Weighted based on rate of return

Table 21. Participant Status on Entry by Program\*

Enrollment by Program	Employment Status			Highest Level of School Completed					Secondary Status Measures*			
	Employed	Unemployed	Not Seeking	Not Reported	Grades			12+	Not Reported	Single Parent	TANF, WIA, or Other Public Assistance	Dislocated Worker
					0-5	6-8	9-12					
Adult Basic	1,141	2,602	337	17	74	416	3,561	69	8	473	588	51
Adult Secondary	602	995	61	57	17	126	1,490	73	6	143	167	13
English as a Second	1,650	1,397	371	14	617	716	1,612	447	12	55	42	25
<b>Total</b>	<b>3,393</b>	<b>4,994</b>	<b>769</b>	<b>88</b>	<b>708</b>	<b>1,258</b>	<b>6,663</b>	<b>589</b>	<b>26</b>	<b>671</b>	<b>797</b>	<b>89</b>

Subset of NRS enrollment

\*Top three self-reported includes multiple responses



# COMMUNITY COLLEGES